

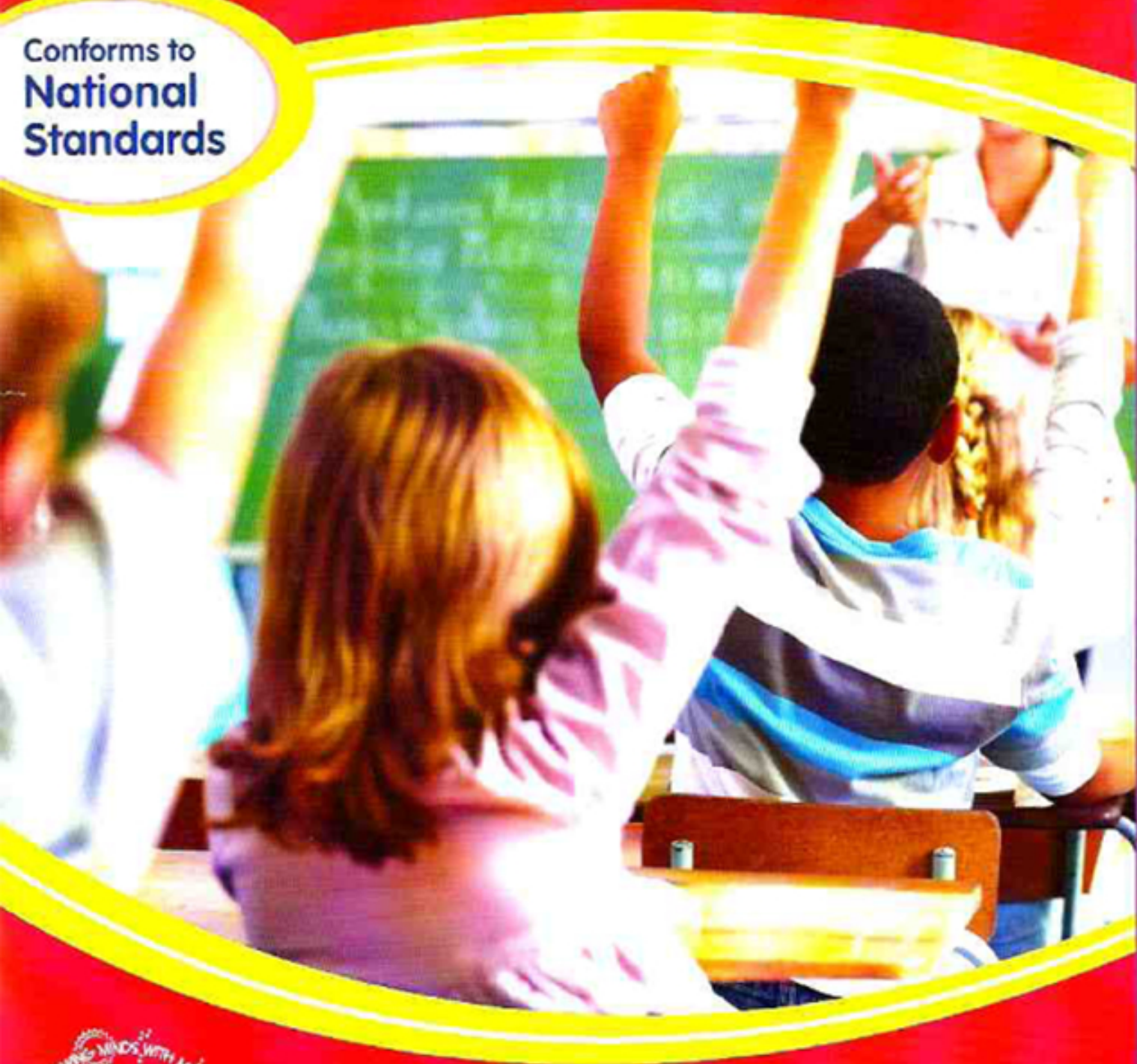
VISIT...

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Cause and Effect

Read the story. Then answer the questions.

School starts in a week and today is the day we go shopping for school supplies! I told mom that I didn't need anything. I loved my backpack from last year. It had a picture of Topaz, my favorite rock singer. It even had her **autograph** across the bottom of her picture. I couldn't wait to get it out and check my supplies.

When I pulled out my backpack from the back of my closet, I was horrified at how dirty it was. Somehow, over the summer, a strap was broken, the color was faded, and the zipper was stuck. There was a dark spot right on Topaz's chin and you could hardly read her signature any more. When I looked inside, I found papers that were stuck together from an open glue bottle. I wondered who took the cap off of my glue bottle. There was a library book I borrowed and forgot to return. My markers had escaped from the box and the caps were mysteriously missing. My lucky pencil was too short to write with anymore. I discovered the dark spot on Topaz's chin was from the cupcake I packed away from the end-of-the-year picnic. The frosting melted all over my notebooks and scissors. I decided it was time to make my list of new school supplies.

1. Why didn't the main character think she needed new school supplies?

2. What caused her to change her mind?

3. What caused the dark spot on her backpack?

4. Why couldn't the markers be used?

5. How do you think the cap came off of the glue bottle?

6. What synonym for autograph is used later in the story?

Main Character

Read the story. Then answer the questions.

If he hadn't been strapped in, Jason would not be able to sit still. He wanted to tell everyone that he was going to be on TV. Every evening at 6:00 he watched his favorite show "Class Acts." Players answered questions for money. If they missed a question they had to act out the title of a song, TV show, or book. He knew most of the answers, so he sent in a letter to try to get on the show. Three weeks ago, his mother called him to the phone. He had been chosen to be a contestant. They even sent him two tickets so he and his mother could fly into the city.

Jason worked hard to get ready. He watched "Class Acts" every evening. His family would play against each other. Everyone made up all kinds of questions about science, music, movies, games, and books. His friends asked him questions on the playground at recess. Even his teacher took time to play the game in class. She asked questions about the subjects they were studying.

Jason could feel the plane getting ready to land. He looked out the window and saw the Statue of Liberty. He had butterflies in his stomach, but he couldn't wait for the game to begin.

- 
1. Who is the main character of the story? _____
 2. Where is Jason during the story?

 3. Why is the main character so excited?

 4. What is one way Jason prepared for the show?

 5. What clue helps you know the name of the city where Jason is going?

 6. What do the words "butterflies in his stomach" tell you about Jason?

Sequence of Events

Read the story. Then answer the questions.

Jason's mom paid the taxi driver. There was a large sign over the doors that said "The Howard Mann Theater" and below it "Class Acts – tonight at 6." A young man greeted them at the door and showed them where they should go. Jason entered a room with five other boys and girls and their parents. A woman came in and smiled at them as she went over the rules of the game. She told them who would be on each team.

Jason's teammates were Janelle and Steve. Janelle was a year older than the boys. She was reading a book called Amazing Facts. Steve was looking over a map of the United States. The three team members put on red jumpsuits. Then, they went in and a woman put make-up on them so they would look good on TV.

While they were waiting, people began to arrive and sit down. Janelle said, "Did you know that all rainbows are made up of the colors red, orange, yellow, green, blue, indigo, and violet?"

Steve said, "No, but did you know that Mammoth Caves in Kentucky are over 330 miles long?"

Jason gulped, "No, I didn't know either of those facts."

1. How did Jason and his mother get to the theater?

2. What was the name of the theater?

3. How do you think Jason is feeling in the last sentence?

4. Put these events in the order they happened.

_____ Steve read aloud a fact about Mammoth caves.

_____ People began to take their seats.

_____ A lady explained the rules.

_____ Jason and his mother were greeted at the door.

_____ Jason's mother paid the taxi driver.

_____ Jason found out who his teammates were.

_____ Janelle told her teammates the colors in a rainbow.

Recalling Details

Read the story. Then answer the questions.

Sean Sloan, the game host, introduced both teams and went over the rules. The family members in the audience were yelling and screaming their good wishes. Jason knew his friends would be rooting for him from home. It was time to begin playing. When the first question was read, Janelle buzzed in with the correct answer. Their team, the red team, would be asked questions until they missed an answer. Jason came through with an answer about volcanoes and Janelle and Steve each answered one correctly. When the game host asked a tough math question, none of the three members from the red team could come up with the answer.

Sean announced it was time to draw a title to act out for the opposing team. When the blue team guessed correctly, it was their turn to answer questions and score points. By the end of the first round, both teams were even. During the second round, anyone could answer by being the first to press the buzzer. All six players answered at least one correctly. By the end of the round, the red team was behind by one question.

During the third round, each member of a team had to choose to act out a title or answer a question. When it was Jason's turn, he chose to answer a question. He smiled when he heard the question. "What are the seven colors of the rainbow?" asked Sean Sloan.

1. What is the name of the game host? _____
2. Why was the audience yelling and screaming?

3. Why did Jason's team go first in the game?

4. What did the blue team have to do before they could begin to answer questions?

5. During the second round, which team answered more questions correctly?

6. Why did Jason smile when he heard his question during the third round?

they win or
g question?
et for a
family and

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Reading Nonfiction

Read the story. Then answer the questions.

Kites: A Long Colorful Tale

Most people have enjoyed the sight of a brightly colored kite soaring high against a deep blue sky. Did you know that kites have been around for two to three thousand years?

One legend tells of a Chinese farmer who was hard at work when the wind began to blow his hat right off of his head. Again and again he would stop his work to chase after his hat. When the wind grew stronger, he chased the hat for a long time before it finally dropped to the ground. Then he had an idea. He tied one end of a string to his hat and wound the rest of the string around his wrist. The next gust of wind scooped his hat off of his head and carried it high into the sky. Before the farmer knew it, he was laughing at the sight of his hat dancing so far above him. When he wanted his hat back on his head, he would simply reel in the string.

The earliest kites were probably made from bamboo, a lightweight wood, and silk. The Chinese learned to make thin paper from the mulberry tree. Soon this delicate paper was cut into all kinds of shapes to make kites that looked like dragons, birds, insects, and even people. The Chinese have used kites in their celebrations ever since.

1. How long have kites been around?

2. Where were kites first made?

3. According to the legend, who made the first kite?

4. What were the earliest kites made of?

5. How did the mulberry tree change the way kites were made?

6. What are kites used for in China?

Read the story. Then use the information to decide if each statement is true or false.

Amazing Tornadoes

The fastest wind on Earth occurs within tornadoes. Tornadoes are small, powerful funnels of circling warm air that form very quickly. The warm moist air forms wind that twists around at a speed of over 300 miles per hour. There are more than 500 tornadoes every year in the United States. Small tornadoes may be only a few yards wide. Large tornadoes may be as wide as a football field—over 300 feet! A large tornado can travel 125 miles before it dies down. A tornado can pick up things in its path. When it loses its power, the tornado will drop what it has picked up along its path. There have been times when people reported that it was raining fish. Apparently, a tornado had picked up the small fish from a river, lake, or pond. When the tornado weakened, the fish then dropped to the ground.

Circle **T** if the statement is true or **F** if it is false.

1. Hurricane winds are faster than tornadoes. **T** **F**
2. Tornadoes are shaped like funnels. **T** **F**
3. Tornadoes are formed from warm moist air. **T** **F**
4. The wind inside a tornado is not very strong. **T** **F**
5. Tornadoes take a long time to build up speed. **T** **F**
6. The United States rarely has a tornado. **T** **F**
7. Tornadoes never happen over water. **T** **F**
8. Tornadoes can make it seem like it is raining fish. **T** **F**
9. Tornadoes can travel 125 miles before losing power. **T** **F**
10. Tornadoes may be 300 miles wide. **T** **F**

Following Directions

Read the directions carefully. Then number the steps below in the correct order.

Tornado in a Bottle

You can make a tornado in the safety of your own home. Take two plastic bottles with screw-on caps. Glue the caps together so the tops are back-to-back. Ask a parent to help you make a hole through the glued bottle caps using a large nail. Fill one bottle about three-quarters full with water. Add food coloring and even some glitter so the tornado will be easy to see. Screw the double cap onto the bottle with water in it. Screw on the empty bottle at the top. Turn the two bottles upside down. Use both hands to hold the bottom bottle firmly. Use your wrists to turn the bottles as if you were drawing circles in the air. The water inside the bottles will start to swirl. You should see a tornado-like funnel form in the water.

- 
- _____ Add some food coloring and glitter.
 - _____ Move the bottles in a circle to make the water swirl.
 - _____ You should see a tornado form in the water.
 - _____ Glue the caps together.
 - _____ Turn the double bottles upside down.
 - _____ Find two plastic bottles with screw-on caps.
 - _____ Fill one bottle until it is about $\frac{3}{4}$ full with water.
 - _____ Screw the empty bottle on top.
 - _____ Use a large nail to make a hole in the caps.
 - _____ Screw the double cap on the bottle with water.

Drawing Conclusions

Often you will have to use details to figure out things that an author wants you to know but doesn't come right out and tell you. You **draw conclusions** by using the information given.

Read each story. Then use the information to draw a conclusion and complete the story.

Story 1: You are visiting a friend in Vermont. It is February and the temperature is about 30 degrees. The clouds are low and dark. You have helped bring in plenty of wood for the fireplace. Your friend's father is going to buy some extra food and salt for the driveway. The weatherman is forecasting

_____.

Story 2: Abbie has her backpack on her bed. She is packing for a trip. She lays out a waterproof jacket and rain hat, extra socks, a flashlight, compass, binoculars, and water bottle. She hunts for extra batteries and decides to bring her camera. She checks on her sleeping bag and helps her parents bring out the tent. Abbie and her parents are going

_____.

Story 3: Max has a very strong arm. He keeps his lucky leather glove in good condition. All spring he practices to get in shape. He has a great fast ball and is working on his curve ball. He plays for the City Diamondheads. He is their

_____.

Story 4: Mrs. Taylor knows everyone in town. Every morning she greets people and takes their packages. She checks zip codes and makes sure each box and envelope is properly addressed. She lets me know when there are new stamps coming out since I am a collector. Mrs. Taylor works at

_____.

Story 5: Luther has been saving his allowance for almost a year. He has earned money by mowing lawns and washing cars. He bought the helmet and lock already. He has practiced his hand signals and he even took a class on street safety from the local police. Luther is planning to buy a

_____.

Figurative Language

One way authors make their writing interesting is to use comparisons to describe the things or people they are writing about. For example, if someone is called a low-down snake, the writer isn't saying the character is a snake. Instead, the writer is comparing the character to a snake and suggesting the character can't be trusted.

Read each description below and write what you think the writer means by the words in bold print.

1. The singer's voice was **smooth as silk**.

The singer's voice was soft and flowing.

2. There was a **whirlwind of activity** as the class got ready for the party.

3. Harold's grandfather had a **thundering** voice that made everyone stop and listen.

4. The **towering** stack of pancakes could feed twelve people.

5. Renee's face was as **red as a lobster** from her day at the beach.

6. The students were **quiet as mice** while the principal spoke.

7. He was **dog-tired** after cleaning the garage.

8. Fred was **hungry as a bear** by dinner time.

9. Mrs. Jamison is **tight-fisted** with her money.

10. Scott's horse ran like **lightning**.

Read the poem. Then answer the questions.

Game Night

My homework is done; my report is complete.
My family knows I'm itching to compete!
A board game, a card game, a word game—pick one!
For I've played every game under the sun.

My family looks around to find a way out.
"You cannot escape our Game Night!" I shout.
We've had this tradition since I was just four
When we used my cereal snacks to keep score.

Roll the dice; spin the spinner; it's time to begin.
I crow like a rooster, "Tonight I will win!"
I play by the book. I'm certainly no cheat!
It's gamesmanship that makes me a game athlete.

While I play the game fair, I am fair game,
For the end of the game is always the same.
I start every game with a plan to defeat.
In the end, I am always the one who gets beat!

1. What do the words **itching to compete** mean?

2. What does the person in the poem like to do?

3. Why does the speaker **crow like a rooster**?

4. What do the words **I play by the book** mean?

5. What surprising information do we learn at the end?

Reading Practice

Read the story. Then answer the questions. Fill in the circle next to the correct answer.

Sarah Winnemucca was a Native American born in 1844. Her grandfather was the chief of the Paiute nation. The Paiutes lived in what we now know as the state of Nevada. When early settlers began to move across the United States, they passed through the land settled by the Paiutes. Sarah Winnemucca's grandfather greeted them and treated them as family.

When Sarah was twelve, her grandfather arranged to have her live with a Mormon family to learn to speak English. By the time she was 14, she could speak English, Spanish, and the languages of three different Native American tribes. Sarah was sixteen when her grandfather died. Before he died, he asked her to promise to get an education. Sarah kept her promise and used what she learned to speak and write about Paiute life. She grew up to teach school to Paiute children. As an adult, she went to Washington, D.C. to ask that the Paiutes be treated better by the United States government. Her book, Life Among the Paiutes, was the first published book ever written by a Native American woman.

1. Sarah Winnemucca was a member of what Native American tribe?
☐ a) Cherokee
☐ b) Paiute
☐ c) Crow
☐ d) Blackfoot
2. The area in which the Paiutes lived is now which state?
☐ a) California
☐ b) Montana
☐ c) Wyoming
☐ d) Nevada
3. How did Sarah's Grandfather treat the early settlers?
☐ a) He ignored them.
☐ b) He went to war with them.
☐ c) He hid from them.
☐ d) He treated them as family.
4. Why did Sarah get an education?
☐ a) She wanted to be an actress.
☐ b) She promised her grandfather she would.
☐ c) She went to Washington, D. C.
☐ d) She wanted to go to California.
5. What does this article tell you about Sarah?
☐ a) She was proud of her people.
☐ b) She tried to help the Paiutes.
☐ c) Both a and b.
☐ d) Neither a nor b.
6. What was Sarah the first Native American woman to do?
☐ a) Write a book.
☐ b) Speak English.
☐ c) Become President.
☐ d) Become a teacher.

Common and Proper Names

A **proper noun** is the name of a specific person, place, or thing. It is always capitalized.

Sean read the book at the lake.
proper noun

The **boy** read a book at the lake.
common noun

Write **common** or **proper** to identify the noun underlined in each sentence.

1. I am going to Yellowstone National Park this summer.

proper

2. We gathered seashells on the beach.

3. Cheryl was sick all week.

4. We buy our groceries at McGregor's Market.

5. My father read the newspaper during breakfast.

6. Bill Baker is the mayor of our city.

Write a proper noun that could replace the common noun fragment underlined in each sentence.

7. I live on that street.

8. The man builds houses.

9. My mother drives me to school every day.

10. I sit next to the girl in class.

11. We are moving to the town.

In what way is a proper noun written differently than a common noun?

12. _____

Singular and Plural Nouns

A **plural noun** names more than one.

Underline all the plural nouns.

1. class trees flower clouds country stores dress
playground eyes books car seats smile bicycles

Underline the noun that correctly completes each sentence.

- The three (sister, sisters) went hiking today.
- Tom pitched a (ball, balls) to the batter.
- The mother cat watched her (kitten, kittens) play together.
- Jess lined up the (chair, chairs) in a straight row.
- One (shoe, shoes) was missing.

Write the correct form of each noun to complete the chart.

	Singular	Plural
7.	apple	apples
8.		roads
9.	color	
10.	mirror	
11.		signs
12.	boat	

Plural Nouns

Singular noun ending in:	Make plural by:
ch, sh, ss, x, zz	add -es
y	drop the y, add -ies
ends in f or fe	drop the f, add -ves

Write the plural form of each noun.

1. lady _____

3. baby _____

5. party _____

7. grocery _____

9. story _____

11. class _____

13. lunch _____

15. dish _____

17. bush _____

19. fox _____

21. half _____

23. leaf _____

25. calf _____

27. thief _____

2. country _____

4. city _____

6. sky _____

8. secretary _____

10. library _____

12. box _____

14. glass _____

16. buzz _____

18. branch _____

20. dress _____

22. wife _____

24. loaf _____

26. life _____

28. knife _____

Singular Possessive Nouns

A **possessive noun** shows ownership.
Make most singular nouns possessive by adding 's.

Write the possessive form of each noun in parentheses.

1. I wrote down my (friend) address.
2. I am cleaning the (rabbit) cage.
3. The (tree) leaves have all turned color.
4. I watched the (skater) performance.
5. Julie went to (Celia) birthday party.
6. I braided my (sister) hair.
7. The crowd applauded the (magician) tricks.
8. We listened to the (principal) speech.

friend's

Rewrite each phrase to show possession.

9. the horn of the car
10. purr of the cat
11. captain of the team
12. cry of the baby
13. kitchen of the cook
14. backpack belonging to Jen
15. friend of Joey
16. notebook belonging to Ann

the car's horn

Pronouns

Pronouns take the place of nouns.

Read the sentences. Write the common or proper noun that the underlined pronouns are replacing.

1. I bought a baseball cap and it got wet.
2. Tom didn't think he could come to the picnic.
3. Susie and Marie were ill so they missed school.
4. The kitten licked its sore paw.
5. Derek, if you want to go, meet Tom at the library.
6. We introduced ourselves as Frankie and Anna.

baseball cap

Underline the pronoun in each sentence, then write the noun or nouns it replaces.

7. The frog jumped from the log and swam under it.
8. Tom and Phil left when their time was up.
9. Bob's math paper was not his best work.
10. When the rain came, it ruined the school's field day.
11. Lee and Kim brought the game with them.

log

Circle all the pronouns.

- 12.
- | | | | |
|------|--------|------|--------------|
| he | Betty | they | dog |
| team | it | my | girl |
| we | school | you | I |
| them | walk | us | Joe and Josh |

Pronoun Practice

Fill in the circle next to the correct answer.

1. Which word is a pronoun?

- ☐ a) house
- ☐ b) I
- ☐ c) Mary
- ☐ d) the twins

3. Which word is not a pronoun?

- ☐ a) my
- ☐ b) I
- ☐ c) Sam
- ☐ d) we

5. Which pronoun can be used as a subject?

- ☐ a) they
- ☐ b) them
- ☐ c) her
- ☐ d) me

7. Which pronoun can be used as the object?

- ☐ a) they
- ☐ b) my
- ☐ c) whose
- ☐ d) us

9. Which pronoun can't be used as the object?

- ☐ a) them
- ☐ b) you
- ☐ c) it
- ☐ d) we

2. Which part of the sentence has a pronoun?

- ☐ a) John
- ☐ b) gave Lucy
- ☐ c) a book
- ☐ d) for her birthday.

4. Which pronoun can be used as a subject?

- ☐ a) we
- ☐ b) him
- ☐ c) them
- ☐ d) us

6. Which pronoun may not be used as a subject?

- ☐ a) who
- ☐ b) I
- ☐ c) you
- ☐ d) them

8. Which pronoun can't be used as the object?

- ☐ a) me
- ☐ b) he
- ☐ c) her
- ☐ d) him

10. Which pronoun can be a subject or an object?

- ☐ a) you
- ☐ b) he
- ☐ c) us
- ☐ d) they

Present Tense Action Verbs

The present tense of an action verb is the root word of the verb. However, if the subject is a **singular noun** or the pronouns **he, she, or it**, the action verb needs an **s** or **es** at the end.

Circle the word that correctly completes each sentence.

- | | | | |
|--|----------------|-----------------|----------------|
| 1. I _____ the ball. | catch | catchs | catches |
| 2. John _____ the bat. | swing | swings | swinges |
| 3. You _____ a song for us. | sing | sings | singes |
| 4. Bob and Amy _____ volleyball well. | play | plays | playes |
| 5. Jerry _____ his favorite show. | watch | watches | watches |
| 6. I _____ for a sunny day. | wish | wishs | wishes |
| 7. She _____ the dishes every night. | wash | washes | washes |
| 8. We _____ flowers to my aunt. | bring | brings | bringes |
| 9. They _____ their toes in the water. | dip | dips | dipes |
| 10. Janice and I _____ celery sticks. | munch | munchs | munches |
| 11. He _____ a tune. | whistle | whistles | |
| 12. The telephone _____ too loudly. | ring | rings | |

Complete each sentence using the correct present tense verb.

13. The children (**dance, dances**) dance to the music.
14. Louise and Jenny (**run, runs**) _____
15. Connor (**buy, buys**) _____
16. She (**read, reads**) _____
17. The soldiers (**march, marches**) _____

Present Tense Linking Verbs

Linking verbs do not show action. They link the subject to information at the end of the sentence. Common **present tense** linking verbs include **is, am, are, become,** and **seem**.

Circle the linking verb that correctly completes the sentence.

1. I _____ sleepy. **is** **am** **are**
2. He _____ a football player. **is** **am** **are**
3. The baby _____ hungry. **seem** **seems**
4. The basement _____ wet. **is** **am** **are**
5. My computer _____ new. **is** **am** **are**
6. My neighbors _____ very nice. **seem** **seems**
7. They _____ friendly. **is** **am** **are**
8. They think I _____ noisy. **is** **am** **are**
9. You _____ a good sport. **is** **am** **are**
10. Tadpoles _____ frogs. **become** **becomes**

Complete each sentence using the correct linking verb.

11. Doctors (**is, am, are**) are concerned about people's health.
12. School (**is, am, are**) _____
13. We (**is, am, are**) _____
14. I (**is, am, are**) _____
15. Janis (**is, am, are**) _____

Subject/Verb Agreement

N O P Q R S
T U V W X Y Z

Singular Subject

I **do**
you **do**
he **does**
she **does**
it **does**

Plural Subject

we **do**
you **do**
they **do**

Singular Subject

I **have**
you **have**
he **has**
she **has**
it **has**

Plural Subject

we **have**
you **have**
they **have**

Circle the verb that correctly completes each sentence.

- After dinner, I _____ the dishes. (do) does
- I _____ my homework right after school. does do
- My sister _____ a hard time getting started on her homework. have has
- She _____ her homework after dinner. does do
- I _____ finished mine very quickly. has have
- The math pages _____ seem hard sometimes. does do
- Then I _____ to take more time. has have
- I _____ my spelling easily. does do
- My dad says I _____ a gift for words. has have
- We _____ something fun when homework is finished. does do

Write the correct form of the verb in parentheses to complete each sentence.

- The team (do) does their warm-ups right before the game.
- The players (do) _____ batting practice in front of the fans.
- He always (have) _____ a crowd standing around him.
- We (have) _____ a copy of the book he wrote.

Subject/Verb Agreement

Singular Subject

I **am**

you **are**

he **is**

she **is**

it **is**

Plural Subject

we **are**

you **are**

they **are**

Singular Subject

I **was**

you **were**

he **was**

she **was**

it **was**

Plural Subject

we **were**

you **were**

they **were**

Using only the verbs **am**, **is**, **are**, **was**, or **were**, fill in the blanks to complete each sentence.

1. Today, we are going on a field trip.
2. The whole class _____ riding on a bus to the zoo.
3. I _____ really excited to see the lions.
4. My family _____ at the zoo last summer.
5. We _____ there when they brought out the pandas.
6. My Aunt Betty _____ there with us.
7. She _____ one of the adults going with my class today.
8. We _____ going to take plenty of pictures.
9. The pictures I took last year _____ all fuzzy.
10. This year I _____ going to do a better job.
11. My friends and I _____ going to see the gorilla.
12. Jan and Tom _____ at the zoo last year, too.

Pronoun/Antecedent Agreement

Circle the pronoun that correctly completes each sentence.

1. The teacher called ____ class to order. he him **his**
2. The students all sat quietly at ____ desks. his their her
3. Julie raised ____ hand. its her his
4. The teacher nodded ____ head and called on her. his its their
5. She asked the teacher if ____ had graded the tests. you he they
6. He said he finished grading _____. it they them
7. The teacher asked the class if ____ would like to see their tests. you they she
8. Each student said, "I would like to see _____." his hers mine
9. The teacher gave Bonnie ____ test. she her our
10. ____ smiled. It She Her
11. After the teacher passed out all the tests, ____ looked around. he him it
12. ____ class sat quietly. Its His Their
13. Finally, Jimmy couldn't stop _____. itself himself
14. ____ shouted, "Hooray!" It You He
15. The whole class was happy ____ studied hard. you she they

Adding Adjectives

Using **adjectives** makes your writing more interesting and helps the reader "see" what you are writing about.

The volcano was covered in **thick, black** smoke.

Choose an adjective from the box to complete each sentence.

baby	best	battered	caramel	colorful
fabulous	favorite	gold	hot	long
rubber	striped	wading	yellow	

1. Bunches of colorful balloons were tied to signs and street lights.
2. A _____ banner went from one side of the street to the other.
3. In the center of our street was a _____ tent with a stage set up for the band.
4. We set up our _____ pool in the front yard.
5. In the pool, we placed six _____, _____ ducks.
6. On the bottom of each duck, we wrote the name of a _____ prize.
7. One of the prizes was a box of _____ apples.
8. People took turns trying to toss _____ rings around the ducks' necks.
9. My _____ friend won a _____ turtle.
10. My _____ prize was the _____, _____ popcorn.

Write an adjective to describe each noun.

11. muddy boots
12. _____ hot dog
13. _____ video game
14. _____ roses
15. _____ bicycle
16. _____ movie

Adding Adverbs

N O P Q R S
T U
V
W
X
Y
Z

Adverbs describe verbs. Many adverbs tell when or where an action happened. I skipped ahead. The adverb **ahead** describes the verb **skipped**. It tells where.

Choose an adverb from the box to complete each sentence.

after	again	away	behind	completely	down
early	easily	later	never	now	off
over	quickly	slowly	suddenly	tonight	

1. I _____ got dressed for school because I was late.
2. I woke up _____, but I fell back to sleep.
3. I ran _____ the bus, yelling for it to wait.
4. The bus driver told me to _____ chase the bus because it was dangerous.
5. I promised not to do it _____.
6. _____ I got _____, the bus _____ drove _____.
7. _____ I remembered I left my homework at home.
8. I knew I could _____ finish it before class started.
9. My best friend Kelly sat _____ to talk to me.
10. I said, "I can't talk _____ because I'm not _____ finished."
11. _____, I went _____ and apologized.
12. I said, "I am setting my alarm _____!"

Synonyms

Synonyms are words that have the same meaning.

Fill in the circle next to the synonym for the bold print word in each sentence.

1. The **wealthy** man lived in a very large house.
☐ a) old ☐ b) sad ☐ c) rich ☐ d) friendly
2. Brad **completed** his homework.
☐ a) hid ☐ b) finished ☐ c) erased ☐ d) delayed
3. Joe went for a **stroll** through the park.
☐ a) walk ☐ b) run ☐ c) ride ☐ d) hop
4. Her family went to see a movie while Jean **remained** at home.
☐ a) ate ☐ b) left ☐ c) stayed ☐ d) departed
5. People should be **considerate** of others.
☐ a) smart ☐ b) thoughtful ☐ c) rude ☐ d) unkind
6. Jessica was **scared** of the dark.
☐ a) tired ☐ b) courageous ☐ c) brave ☐ d) afraid
7. My sister is an **assistant** to the veterinarian.
☐ a) teacher ☐ b) helper ☐ c) janitor ☐ d) doctor
8. The girls **chattered** all the way home.
☐ a) talked ☐ b) slept ☐ c) froze ☐ d) sang
9. We heard **rumbling** and saw streaks of lightning all night.
☐ a) rain ☐ b) music ☐ c) grumbling ☐ d) thunder
10. The dog was **loose**.
☐ a) mean ☐ b) unchained ☐ c) friendly ☐ d) young

Fill in the circle next to the synonym for the bold print word in each sentence.

1. Joanie **glanced** out the window.
☐ a) pushed ☐ b) leaned ☐ c) looked ☐ d) broke
2. The two boys had a very **inventive** plan for solving the problem.
☐ a) foolish ☐ b) creative ☐ c) electronic ☐ d) unlikely
3. Peg and Ron decided to **investigate** the subject.
☐ a) explore ☐ b) ignore ☐ c) hide ☐ d) name
4. Mrs. Lewis **invited** her children to the party.
☐ a) pushed ☐ b) carried ☐ c) asked ☐ d) drove
5. In the winter you need a **heavy** jacket.
☐ a) light ☐ b) wool ☐ c) metal ☐ d) thick
6. The **frisky** kitten played with the ball of yarn.
☐ a) furry ☐ b) yellow ☐ c) lively ☐ d) sleepy
7. The lens helped **magnify** the small print.
☐ a) reduce ☐ b) enlarge ☐ c) see ☐ d) shrink
8. My brother **runs** the ice cream parlor when his boss is away.
☐ a) closes ☐ b) exercises ☐ c) moves ☐ d) manages
9. There were **streaks** on the windows.
☐ a) flies ☐ b) leaves ☐ c) marks ☐ d) grass
10. Alec is a **brilliant** student.
☐ a) sick ☐ b) bright ☐ c) average ☐ d) older

Antonyms

Antonyms are words that have opposite meanings.

Fill in the circle next to the antonym for each word.

1. **light**

- ☐ a) young
- ☐ b) dark
- ☐ c) bright
- ☐ d) creamy

2. **cold**

- ☐ a) hot
- ☐ b) freezing
- ☐ c) icy
- ☐ d) winter

3. **sweet**

- ☐ a) sugary
- ☐ b) chocolate
- ☐ c) bitter
- ☐ d) flowery

4. **smile**

- ☐ a) stare
- ☐ b) laugh
- ☐ c) grin
- ☐ d) frown

5. **unusual**

- ☐ a) common
- ☐ b) rare
- ☐ c) odd
- ☐ d) one-of-a-kind

6. **safe**

- ☐ a) secure
- ☐ b) steady
- ☐ c) dangerous
- ☐ d) healthy

7. **teach**

- ☐ a) learn
- ☐ b) show
- ☐ c) tell
- ☐ d) explain

8. **full**

- ☐ a) carry
- ☐ b) empty
- ☐ c) spill
- ☐ d) whole

9. **interesting**

- ☐ a) boring
- ☐ b) entertaining
- ☐ c) thought-provoking
- ☐ d) exciting

10. **myth**

- ☐ a) legend
- ☐ b) tale
- ☐ c) yarn
- ☐ d) real

11. **noise**

- ☐ a) talking
- ☐ b) silence
- ☐ c) alarm
- ☐ d) whisper

12. **old**

- ☐ a) used
- ☐ b) aged
- ☐ c) new
- ☐ d) clean

13. **right**

- ☐ a) wrong
- ☐ b) correct
- ☐ c) dull
- ☐ d) confident

14. **over**

- ☐ a) through
- ☐ b) near
- ☐ c) across
- ☐ d) under

15. **part**

- ☐ a) fraction
- ☐ b) whole
- ☐ c) section
- ☐ d) area

16. **crisp**

- ☐ a) wilted
- ☐ b) fresh
- ☐ c) white
- ☐ d) ironed

17. **below**

- ☐ a) under
- ☐ b) beneath
- ☐ c) between
- ☐ d) above

18. **outside**

- ☐ a) beside
- ☐ b) inside
- ☐ c) decide
- ☐ d) sideways

Antonyms

Match each Column A word with its antonym in Column B. Then match each Column C word with its antonym in Column D. Write the answers on the lines.

Column A

_____ 1. shut

_____ 2. slow

_____ 3. bright

_____ 4. high

_____ 5. start

_____ 6. near

_____ 7. short

_____ 8. push

_____ 9. up

_____ 10. cowardly

_____ 11. nice

_____ 12. bad

Column B

a. finish

b. tall

c. down

d. far

e. fast

f. brave

g. pull

h. good

i. open

j. mean

k. low

l. dull

Column C

_____ 13. young

_____ 14. dark

_____ 15. empty

_____ 16. together

_____ 17. large

_____ 18. foolish

_____ 19. smile

_____ 20. right

_____ 21. forward

_____ 22. back

_____ 23. under

_____ 24. question

Column D

m. small

n. front

o. wise

p. wrong

q. frown

r. backward

s. over

t. answer

u. light

v. apart

w. old

x. full

Vocabulary Practice

Fill in the circle next to the correct answer.

1. Which word will not be on a dictionary page showing the guide words **haircut** and **history**?

- ☐ a) hair
- ☐ b) hedge
- ☐ c) him
- ☐ d) his

2. Which word will not be on a dictionary page showing the guide words **picnic** and **pottery**?

- ☐ a) pig
- ☐ b) penny
- ☐ c) potato
- ☐ d) poem

3. Which word comes first alphabetically?

- ☐ a) humble
- ☐ b) human
- ☐ c) humor
- ☐ d) hum

4. Which word comes last alphabetically?

- ☐ a) lima bean
- ☐ b) limb
- ☐ c) lily
- ☐ d) lime

5. Which word is a synonym for **few**?

- ☐ a) many
- ☐ b) more
- ☐ c) little
- ☐ d) much

6. Which word is a synonym for **funny**?

- ☐ a) humorous
- ☐ b) sad
- ☐ c) painful
- ☐ d) unhappy

7. Which word is an antonym for **juicy**?

- ☐ a) wet
- ☐ b) dry
- ☐ c) tasty
- ☐ d) sweet

8. Which word is an antonym for **mend**?

- ☐ a) fix
- ☐ b) sew
- ☐ c) repair
- ☐ d) break

9. Which word is a base word?

- ☐ a) dangerous
- ☐ b) thankful
- ☐ c) listen
- ☐ d) speaker

10. Which pair of words do not rhyme?

- ☐ a) how – low
- ☐ b) said – bed
- ☐ c) mother – other
- ☐ d) sign – line

Answer Key

Page 1

1. She thought she could use her backpack and supplies from last year.
2. When she pulled out her backpack she found that it was dirty and broken. The supplies inside were not able to be used.
3. Frosting from a cupcake was left in the backpack over the summer.
4. The caps were off so they would have dried up.
5. The owner didn't screw it on tightly when it was put in the backpack.
6. signature

Page 2

1. Jason
2. in an airplane
3. He was chosen to play "Class Acts" on television.
4. He watched the show or his parents, friends, and teacher asked him questions for practice.
5. He sees the Statue of Liberty.
6. He is nervous and excited.

Page 3

1. taxi
2. Howard Mann Theater
3. Nervous
4. (7) Steve read aloud a fact about Mammoth caves.
(5) People began to take their seats.
(3) A lady explained the rules.
(2) Jason and his mother were greeted at the door.
(1) Jason's mother paid the taxi driver.
(4) Jason found out who his teammates were.
(6) Janelle told her teammates the colors in a rainbow.

Page 4

1. Sean Sloan
2. They were cheering for their favorite team.
3. Janelle buzzed in and answered the first question correctly.
4. They had to guess a title correctly.
5. Blue team
6. Janelle gave him the answer to this question right before the show started.

Page 5

Conclusions to the story may vary. Check to see that the ending is logical and the information is consistent with information about the game and the characters already given.

Page 6

1. 2,000-3,000 years
2. China
3. a farmer
4. silk and bamboo
5. The Chinese learned to make paper from the mulberry tree that could be used to make kites.
6. celebrations

Page 7

- | | |
|------|-------|
| 1. F | 2. T |
| 3. T | 4. F |
| 5. F | 6. F |
| 7. F | 8. T |
| 9. T | 10. F |

Page 8

From top to bottom, the numbers should read; 5, 9, 10, 2, 8, 1, 4, 7, 3, 6.

Page 9

- | | |
|------------|--------------------|
| 1. snow | 2. camping |
| 3. pitcher | 4. the post office |
| 5. bicycle | |

Page 10

Answers will vary.
Suggested answers are offered.

1. The singer's voice was soft and flowing.
2. There was a lot of movement in the classroom.
3. His voice was loud and booming like thunder.
4. The stock was very high.
5. Renee's face was bright red from the sun.
6. The children were very quiet.
7. He was so tired he wanted to lie down and sleep.
8. Fred was very hungry and believed he could eat a lot of food.
9. Mrs. Jamison holds on to her money and doesn't spend very much.
10. His horse was very fast.

Page 11

1. eager to play
2. play games
3. The speaker is confident and loudly brags that he/she will win.
4. The speaker plays fairly according to the rules.
5. The speaker never wins.

Page 12

- | | |
|------|------|
| 1. b | 2. d |
| 3. d | 4. b |
| 5. c | 6. a |

Page 13

1. proper
2. common
3. proper
4. proper
5. common
6. common
- 7-11. (Answers will vary.)
12. A proper noun is always capitalized.

Page 14

- | | |
|--|-----------|
| 1. trees, clouds, stores, eyes, books, seats, bicycles | |
| 2. sisters | 3. ball |
| 4. kittens | 5. chairs |
| 6. shoe | 7. apples |
| 8. road | 9. colors |
| 10. mirrors | 11. sign |
| 12. boats | |

Page 15

- | | |
|--------------|----------------|
| 1. ladies | 2. countries |
| 3. babies | 4. cities |
| 5. parties | 6. skies |
| 7. groceries | 8. secretaries |
| 9. stories | 10. libraries |
| 11. classes | 12. boxes |
| 13. lunches | 14. glasses |
| 15. dishes | 16. buzzes |
| 17. bushes | 18. branches |
| 19. foxes | 20. dresses |
| 21. halves | 22. wives |
| 23. leaves | 24. loaves |
| 25. calves | 26. lives |
| 27. thieves | 28. knives |

Answer Key

Page 16

- friend's
- rabbit's
- tree's
- skater's
- Celia's
- sister's
- magician's
- principal's
- the car's horn
- the cat's purr
- the team's captain
- the baby's cry
- the cook's kitchen
- Jen's backpack
- Joey's friend
- Ann's notebook

Page 17

- baseball cap
- Tom
- Susie and Marie
- the kitten
- Derek
- Frankie and Anna, Frankie and Anna
- it - log
- their - Tom and Phil
- his - Bob's
- it - rain
- them - Lee and Kim
- These pronouns should be circled: he, they, it, my, we, you, I, them, us

Page 18

- b
- d
- c
- a
- a
- d
- d
- b
- d
- a

Page 19

- catch
 - swings
 - sing
 - play
 - watches
 - wish
 - washes
 - bring
 - dip
 - munch
 - whistles
 - rings
 - dance
 - run
 - buys
 - reads
 - march
- (Sentences for 13-17 will vary.)

Page 20

- am
 - is
 - seems
 - is
 - is
 - seem
 - are
 - am
 - are
 - become
 - are
 - is
 - are
 - am
 - is
- (Sentences for 12-15 will vary.)

Page 21

- do
- do
- has
- does
- have
- do
- have
- do
- have
- do
- does
- do
- has
- have

Page 22

- are
- is
- am
- was
- were
- was
- is
- are
- were
- am
- are
- were

Page 23

- his
- their
- her
- his
- he
- them
- they
- mine
- her
- She
- he
- His
- himself
- He
- they

Page 24

- colorful
- long
- striped
- wading
- yellow, rubber
- fabulous
- caramel
- gold
- best, baby
- favorite, hot, buttered
- muddy
- 12-16. (Answers will vary.)

Page 25

- quickly
- early
- behind
- never
- again
- after, off, slowly, away
- Suddenly
- easily
- down
- now, completely
- Later, over
- tonight

Page 26

- c
- b
- a
- c
- b
- d
- b
- a
- d
- b

Page 27

- c
- b
- a
- c
- d
- c
- b
- d
- c
- b

Page 28

- b
- a
- c
- d
- a
- c
- a
- b
- a
- d
- b
- c
- a
- d
- b
- a
- b

Page 29

- i
- e
- l
- k
- a
- d
- b
- g
- c
- f
- j
- h
- w
- u
- x
- v
- m
- a
- q
- p
- r
- n
- s
- t

Page 30

- a
- b
- d
- d
- c
- a
- b
- d
- c
- a

Premium Education Reading

Grade

3

Below is a list of skills covered in this Premium Education workbook.
The range of concepts offers an excellent preparation for
standardized tests and individual state tests.

Core Skills:

Reading:

- Comprehension and summarizing
- Following directions and sequencing
- Predicting outcomes
- Cause and effect
- Inference and drawing conclusions
- Understanding poetry
- Interpreting figurative language
- Reading for information
- Reading nonfiction

Vocabulary:

- Meaning from context

Language:

- Antonyms
- Synonyms

Nouns:

- Common and proper nouns
- Singular possessive nouns
- Plural nouns
- Pronoun/ antecedent agreement

Verbs:

- Subject/ verb agreement
- Present tense linking verbs
- Present tense action verbs

Adjectives and Adverbs

- ✓ **Boost Test Scores**
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